

Dear Parent or Guardian,

You are the first teacher and most important partner in your child's education. As a result, you need high-quality information on the performance of DCPS schools and the District overall. Inside, you'll find important facts related to **student performance, family and community engagement, safety, facilities, and more.**

Taken together, I believe these data can help you make the best, most informed decisions possible related to your child's education.

While the data on this scorecard provide you with the facts on the progress of this school, the best way to gauge a school's quality is to get involved. Please take a look at the back page for **ideas on engaging with your school community.**

You can compare schools' programs and performance online at [www.dcps.dc.gov/profiles](http://www.dcps.dc.gov/profiles).

It is my hope that you use this information to hold principals, school staff, and my office accountable for continuing to improve the quality of education available to your family.

Sincerely,

Kaya Henderson  
Chancellor



1200 Clifton St. NW Washington, DC 20009  
Phone: (202) 673-7385 | Fax: (202) 673-2232  
Principal: Tanya Roane | [tanya.roane@dc.gov](mailto:tanya.roane@dc.gov)  
Web Site: [www.cardozohs.com](http://www.cardozohs.com)  
School Hours: 8:45 a.m. – 3:15 p.m.

Cardozo aims to create educational and social experiences that will prepare students with the knowledge and skills necessary

for success in the global economy. Cardozo's Academy of Transportation and Science, Technology, Engineering, Math (also known as TransSTEM) and Academy of Construction and Design (also known as A-CAD) position our students for success. In addition to a newly renovated, state-of-the-art building, Cardozo also offers science and humanities AP courses, technology courses, JROTC, and boys and girls athletics teams. Students enhance their coursework through Saturday Scholars, evening credit recovery and after school tutoring programs.

## PROGRAMS (2013-14)



### ACADEMIC ENRICHMENT

- AP English Literature and Composition
- JROTC
- Brainology
- AP Studio Art / 2-D Design
- AP Biology
- AP Chemistry
- AP Calculus
- First in Math
- AP Calculus
- AP History



### WELLNESS AND FITNESS

- New Heights
- Basketball
- Cheerleading
- Baseball
- Track
- Volleyball
- Soccer
- Football
- Tennis
- Special Olympics



### ARTS AND CULTURE

- The Future Project
- Band
- Art Club
- World Language - Spanish
- Yearbook
- Band
- Robotics
- Cardozo Roses
- Chess Club
- Science Club

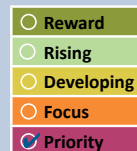


### SPECIAL EDUCATION

- Autism Support
- Behavioral & Educational Support
- Intellectual Disability Support

## ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

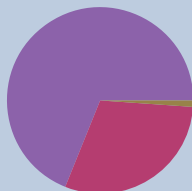
**Priority** — Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year on meeting planned milestones.



## STUDENT DEMOGRAPHICS (2012-13)

Enrollment: 537

- Black: 68%
- Hispanic/Latino: 30%
- White: 1%
- Asian: 0%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%



English language learners: 24%  
Free and reduced-price lunch: 99%  
Special education: 30%  
In boundary: 59%  
Average core class size: 16

## Cardozo Education Campus



### STUDENT PERFORMANCE

Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.

		0	100	WHAT DOES THIS MEAN?
Student <b>math</b> performance	2011–12	<div><div></div><div></div><div></div></div> <div>31%38%30%</div>		The percentage of students achieving at each proficiency level on the District of Columbia’s Comprehensive Assessment System (DC CAS or DC CAS Alt).
	2012–13	<div><div></div><div></div><div></div><div></div></div> <div>28%39%29%4%</div>		
	District Average	<div><div></div><div></div><div></div><div></div></div> <div>18%32%33%16%</div>		
		<div><div></div><div></div><div></div><div></div></div> <div></div>		
Student <b>reading</b> performance	2011–12	<div><div></div><div></div><div></div><div></div></div> <div>30%45%22%3%</div>		
	2012–13	<div><div></div><div></div><div></div><div></div></div> <div>33%47%19%</div>		
	District Average	<div><div></div><div></div><div></div><div></div></div> <div>17%35%36%11%</div>		
		<div><div></div><div></div><div></div><div></div></div> <div></div>		
Graduation rate	2011–12	<div><div></div></div> <div>42%</div>		The percentage of students who enrolled in 9th grade for the first time four years ago and graduated with a standard diploma.
	2012–13	<div><div></div></div> <div>38%</div>		
	District Average	<div><div></div></div> <div>58%</div>		
5-year graduation rate	2010–11	<div><div></div></div> <div>47%</div>		The graduation rate including students who graduated high school in five years.
	2011–12	<div><div></div></div> <div>51%</div>		
	District Average	<div><div></div></div> <div>61%</div>		
Advanced Placement performance	2011–12	<div><div></div></div> <div>2%</div>		The percentage of students participating in an Advanced Placement examination and scoring 3, 4 or 5. These scores generally enable students to receive college credit.
	2012–13	<div><div></div></div> <div>0%</div>		
	District Average	<div><div></div></div> <div>29%</div>		



### STUDENT PROGRESS

Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.

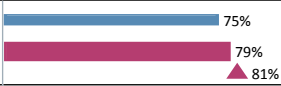
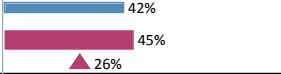
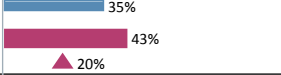

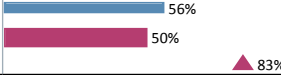
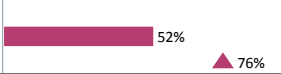


		0	100	WHAT DOES THIS MEAN?
First-time 9th grade completion	<div>2011–12</div> <div>2012–13</div> <div>District Average</div>	<div>N/A</div> <div><div></div>45%</div> <div><div></div>66%</div>	<div>The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade and are on track for graduation.</div>	
Student growth in <b>math</b>	<div>2011–12</div> <div>2012–13</div> <div>District Average</div>	<div><div></div>50%</div> <div><div></div>53%</div> <div><div></div>49%</div>	<div>This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement on the District of Columbia’s Comprehensive Assessment System (DC CAS or DC CAS Alt). For example, a score of 70 means that this school’s median student outperformed more than 70 percent of students in the District with the same level of prior achievement.</div>	
Student growth in <b>reading</b>	<div>2011–12</div> <div>2012–13</div> <div>District Average</div>	<div><div></div>51%</div> <div><div></div>34%</div> <div><div></div>49%</div>		

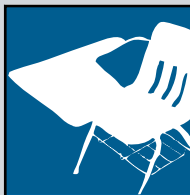
# Cardozo Education Campus



## SAFE AND EFFECTIVE SCHOOLS

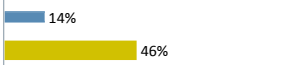

DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach.

		0	100	WHAT DOES THIS MEAN?
Student in-seat attendance	<b>2011–12</b> <b>2012–13</b> District Average		75% 79% ▲ 81%	The average percentage of students attending school daily. Business rules were updated in school year 2013–14. These figures were calculated prior to that change.
Truancy rate	<b>2011–12</b> <b>2012–13</b> District Average		42% 45% ▲ 26%	The percentage of students regarded as truant (15+ unexcused absences). Business rules were updated in school year 2013–14. These figures were calculated prior to that change.
Out-of-school suspensions	<b>2011–12</b> <b>2012–13</b> District Average		35% 43% ▲ 20%	The percentage of students who received at least one out-of-school suspension.
Long-term suspensions	<b>2011–12</b> <b>2012–13</b> District Average		4% 3% ▲ 2%	The percentage of students who received at least one long-term suspension (11+ days).
Student safety	<b>2010–11</b> <b>2012–13</b> District Average		56% 50% ▲ 83%	A score that represents student perceptions of safety and order at this school. The scale is from 0 to 100, and the score is based on the results of a student survey.
Student satisfaction	<b>2010–11</b> <b>2012–13</b> District Average		52% 52% ▲ 76%	A score that signals students' overall satisfaction with their school. The scale is from 0 to 100, and the score is based on the results of a student survey.
Student re-enrollment	<b>2011–12</b> <b>2012–13</b> District Average		63% 72% ▲ 78%	The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
Retention of effective and highly effective teachers	<b>2011–12</b> <b>2012–13</b> District Average		88% 88% ▲ 83%	The percentage of teachers rated Effective or Highly Effective by DC Public Schools' IMPACT evaluation system who are returning to this school from the previous year.



## UNIQUE SCHOOL INDICATORS

The school scorecard is meant to provide information that is easy to compare across schools. However, each school is unique in its approach to teaching and learning. This section provides schools the opportunity to highlight their own measures of success.

		0	100	WHAT DOES THIS MEAN?
CAS reading performance level change	<b>2011–12</b> <b>2012–13</b>		14% 46%	The percentage of students improving their DC CAS reading proficiency level from the previous year.
CAS math performance level change	<b>2011–12</b> <b>2012–13</b>		14% 28%	The percentage of students improving their DC CAS math proficiency level from the previous year.

## Cardozo Education Campus

### Facilities:

Art room	<input checked="" type="checkbox"/>
Auditorium	<input checked="" type="checkbox"/>
Computer lab	<input checked="" type="checkbox"/>
Gym	<input checked="" type="checkbox"/>
Media center	<input checked="" type="checkbox"/>
Music room	<input checked="" type="checkbox"/>
Outdoor recreation space	<input checked="" type="checkbox"/>
Pool	<input checked="" type="checkbox"/>
Science lab	<input checked="" type="checkbox"/>

### Other:

After school care	<input checked="" type="checkbox"/>
Before school care	<input type="checkbox"/>
School uniform	<input checked="" type="checkbox"/>
Title I	<input checked="" type="checkbox"/>

### Family and Community Engagement:

Local school advisory team	<input checked="" type="checkbox"/>
Active parent organization	<input checked="" type="checkbox"/>
Home visit trained teachers	<input type="checkbox"/>
Regularly scheduled school tours	<input type="checkbox"/>

### Feeder School(s):

Marie Reed Elementary School  
Cleveland Elementary School  
Garrison Elementary School  
Raymond Education Campus  
School Without Walls @ Francis-Stevens  
Seaton Elementary School  
Ross Elementary School


### Community Partnerships:


Covington & Burling LLP  
Urban Alliance  
George Washington University  
DC Students Construction Trades Foundation  
Latin American Youth Center  
Columbia Heights Shaw Family Collaborative  
The Ritz-Carlton  
Communities in Schools  
City Year  
DC SCORES

### Career Pathways:

Aviation Maintenance Technology  
Engineering (PLTW)  
Carpentry  
Electrical  
Renewable Energy

### GETTING TO SCHOOL

 64, 52, 53, 54, 63, 70, H1, H2, 90, 92, 93, 96, X3, H8,

 Green/Yellow Lines: U Street/African-American Civil War Memorial/Cardozo Station

## WHAT YOU CAN DO

*Families play an essential role in supporting student success.*

**Talk to your child about school.** Your opinion and interest matter to your child. Ask your child about one thing he or she learned at school, and keep asking every day!

**Talk to your child's teacher(s).** Teachers and parents are on the same team. Ask teacher(s) about their expectations and goals for your child, and share your own. Brainstorm ways you can help your child at home to supplement learning at school.

**Stay up-to-date and informed about what's happening at school.** Pay attention to report cards, attendance, data, and any updates or newsletters coming home from school. If you have

any questions, don't hesitate to ask the teachers, principal, or staff. Find out what leadership opportunities are available, such as in parent organizations.

**Volunteer at school.** Volunteers are key to helping students succeed. Many schools need volunteers who can work directly with students on reading and math, but volunteers also can provide support in classrooms, the main office or the library. For more information, contact the school's main office to determine specific needs or visit [www.dcps.dc.gov/volunteer](http://www.dcps.dc.gov/volunteer) for details about the volunteer clearance process.

### WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?

View scorecards of every DCPS school at: [www.dcps.dc.gov/profiles](http://www.dcps.dc.gov/profiles). You can search for DCPS schools based on the information that you care about, and you can also compare schools side by side.

### HOW CAN I STAY UP TO DATE ON WHAT'S HAPPENING?

Website: [www.dcps.dc.gov](http://www.dcps.dc.gov)

Facebook: [FB.com/dcpublicschools](https://www.facebook.com/dcpublicschools)

Twitter: [@dcpublicschools](https://twitter.com/dcpublicschools)

Instagram: [dcpublicschools](https://www.instagram.com/dcpublicschools)